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ABSTRACT

These four volumes of a quarterly newsletter offer a collection of articles on teaching English as a Second Language to refugees. The volumes in this document are: Volume 7, Fall 1999 - Special Edition; Volume 8, Spring 2000; Volume 9, Spring 2000; and Volume 12, Fall 2002. Topics covered in these volumes include: "Fort Dix, NJ: Operation Provide Refuge" (Laura Casellas, Kitty Mizuno, Karen Hendershot, and Susan Somach); "Tips on Teaching Albanians" (Peggy Seufert); "It Was a Miracle! A Photo Essay about Teaching the Kosovars"; "Dealing with Children Who Have Experienced Trauma" (Dina Birman); "Standards, Standards, and More Standards" (Inaam Mansoor); "Revised Reading and Writing Level Descriptions" (Allene G. Grognet); "Mainstream English Language Training" (Allene G. Grognet); "Refugees and the Internet"; "The Internet as a Refugee Learning Resource" (Liz Ramsay); "Sample Lesson Plan: Researching an Occupation" (Liz Ramsay); and "9-11 Revisited." (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

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Compass Points: New Directions for English Language Training

Volumes 7-9; 12

ED 473 087

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COMPASS POINTS

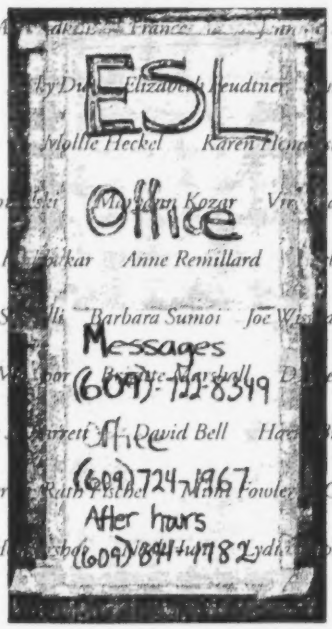
New Directions for English Language Training

Vol. 7, Fall 1999- Special Edition

The ELT/TA project was contacted to do a needs assesment for ESL classes at Ft. Dix, and the rest, as they say, is history. This newsletter tries to capture the flavor of that experience and provide some resources to those of you who are currently working with Kosovars.

The front page lists the names of all those who taught at Ft. Dix and the ELT Partners who supported the project in a variety of ways.

Editor



Fort Dix, NJ: Operation Provide Refuge

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TIPS ON TEACHING ALBANIANS by Peggy Seufert, CAL

Reprinted with permission from *ESL Magazine (July/August 1999)*

Kosovars in U.S. ESL Classroom

Kosovars will bring a rich linguistic background to the classroom. Prior to 1989, Serbo-Croation was the official language of Yugoslavia and was regularly taught in schools. Albanian-speaking students, therefore, became accustomed to both the Cyrillic alphabet of Serbo-Croation and the Latinate alphabet of Albanian. And as in many European countries, foreign language instruction (usually French, English or Russian) started during the fifth year of primary school and continued throughout high school.

Albanian is a phonemic language with 36 letters representing 36 sounds. When learning English, Albanian speakers have the advantage of being familiar with many of the sounds that often cause problems for other learners. For example, Albanian has both the [f] and the [v] sounds, [sh] and [ch]sounds, and even the [th] sounds. However, Albanian-speaking students will struggle in distinguishing the [w] and [v] sounds. Many of the teachers who taught at Fort Dix laughed when asked about pronunciation problems among the Kosovars, saying, "The students have few problems; it's the teachers who struggle trying to pronounce their names!"

Coming from an education system that values rule memorization, the Albanians learn grammar with relative ease and have few difficulties due to language transfer. Teachers will note that vocabulary is learned easily as there are a fair number of cognates with other languages. Many of the younger refugees will have studied English and picked up a great deal through the media. On the other hand, many of the adults over 50, especially those from more rural areas, will not have had the same exposure. The older generation may also be somewhat intimadated by returning to the classroom after so many years and being seen as struggling by the younger generation.

Albanian-speaking students will not be familiar with articles (a, an, the), which are difficult for beginners and are often used incorrectly even by more proficient Albanian English speakers. Likewise, since word order is not critical in Albanian, teachers might note students struggling with sentence structure and word order especially in their written work.

Another learning challenge for Albanian speakers might be the use of auxiliaries in forming questions and negative sentences. For example, it is not uncommon to hear a learner saying something like "Did you went to the movies last night?" And similar to many other learners, the Kosovars will often confuse word order in noun phrases and produce sentences such as "I have appointment clinic 10:00 Wednesday." They will need practice using cuissenaire rods, scrambled sentences, or other activities focusing on word order.

For further information on ESL Magazine, check out the website www.eslmagazine.com.

BASIC ALBANIAN

Albanian is an Indo-European language which has 36 letters and uses the Latin Alphabet. There are records of Albanians and the Albanian language going back to the second century A.D.

English	Albanian	Pronunciation
Good Morning	mirëmëmgjes	meermen jeh s
Goodbye	mirrupafshim	meeroo pahf sheem
Thank you	faleminderit	fahlehmeen deh reet
Yes	po	poh
No	jo	joh
What is your name?	si ju quaynë	see yoo choo ayn
My name is...	unë quhem	oon ch'oo hehm
How are you?	si jeni?	see yeh nee
Fine thanks, and you?	mirë faleminderit,po ju	meer fahlehmeen deh reet poh yoo
I understand.	e kuptoj	eh koop toy
I don't understand.	nuk kuptoj	nook koop toy
Do you speak English?	flisni anglisht?	flees nee ahng teesht

Ft. Dix Impressions

I remember the connection I made with the few older women in my class. With their main focus and concern being on their roles as mother and my growing belly (I was 5 months pregnant at the time) they were so curious and excited to talk about this topic even with their very limited English. This connection that we had broke down the language barriers and they would put their fears about speaking English aside to ask me questions and share information about motherhood. **Laura Casellas**

On the first day one of those blank distant faces was a man in his early sixties. He had dark piercing eyes, and always wore the same dark beret. He was sitting alone at a picnic table staring into the distance. By my second week there I began to notice him on the fringes of my outdoor class. ...One day when we were playing bingo, he came and sat at the table and accepted the bingo card I gave him.....By the end of my stay there he was ....an active participant.....and on the last day, his dark piercing eyes were warm and expressive. **Kitty Mizuno**

June 14 was a beautiful, sunny day. Our morning class had just taken a break, and as people filtered back they excitedly said, "Teacher, teacher, fledge, fledge, gym." I struggled to understand what they were trying to tell me. Hmmm. "Fledge, fledge." What is that? Then it dawned on me!

"You mean flag!" I exclaimed, realizing it was Flag Day. They wanted me to accompany them to the gym for the Flag Day ceremony held by the Army later that morning.

We gathered up our things and left the room. As we crossed the grassy lawn, Gentiana, age 10, daughter of Adil and Faxile, and sister of Burhan, took my hand and led me, along with her family and our classmates, to the gym where we all sat together and participated in a stirring ceremony. It was that day, sitting in the bleachers with my students, surrounded by other Kosovar guests, that I felt accepted as part of the great community that was Ft. Dix. **Karen Hendershot**

My first day at Fort Dix began with a language lesson: the Kosovar Albanian refugees are "guests", the refugee camp is known as "the village", the overflow camp area is called "the hamlet", and the military barracks housing the guests are "dormitories".

My fondest memories are of those classes in which the children would sit close in, but older adults and parents with toddlers would gather on the perimeter to pick up some words and phrases. Two of the most popular activities were identifying and counting play money and doing an extended version of the hokey-pokey.

On Friday, with seven days, forty-four hours of classes and twenty renditions of the hokey-pokey behind me, I left Fort Dix and headed back to Georgia. I looked forward to returning to my work with refugees who are months and even years further into resettlement and adjusting to life in the United States. But, I knew that I would miss the sense of importance that all of us at Fort Dix felt being part of the first safe space for newly resettled refugees, ...that first hope for a peaceful future. It reminded us of why we do the work we do.

Susan Somach

Laura, Kitty, Karen, and Susan taught in the ESL porogram at Ft. Dix.

An Albanian Legend from *www.cc.gatech.edu/home/sharri/Personal/legends.html*

Albanian hospitality

Albanians are known for their warm hospitality. An Albanian feels bound to shelter anybody who knocks on the door asking for shelter.....An Albanian had done many damages and sabotaged the Pasha (Turkish official; Turks ruled Albania for over five centuries) in the city of Shkodra. Eventually, he was caught and brought to the Pasha. The Pasha organized a celebration, in the middle of which the Albanian was to be executed. When the executor was about to chop off his head, the Pasha decided to humiliate the Albanian in front of his guests. "Tell me," said he, "have you ever been in a position like this before." "Yes. Twice," answered the Albanian, in surprise to everyone. "When?" asked the Pasha. "Twice I have had guests in my house, and I didn't have any food for them. They went to bed hungry", answered the Albanian, tears rolling from his eyes. The Pasha was so touched by this, that he spared the Albanian's life.

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It was a m

A photo essay about teaching the K

We came to help.

We were transformed.

We gave much.

We got more.

Our fear became trust.

Their fear became trust.

We began to hope.

We began to see hope.

Pictures and text
- Janet Gerardy, Core Instructor
- Sheila A Smyth, Instructor, Volunteer Coordinator
- Burna Dunn, Project Manager

Design and desktop publishing
David Dunn, Mirror Communication

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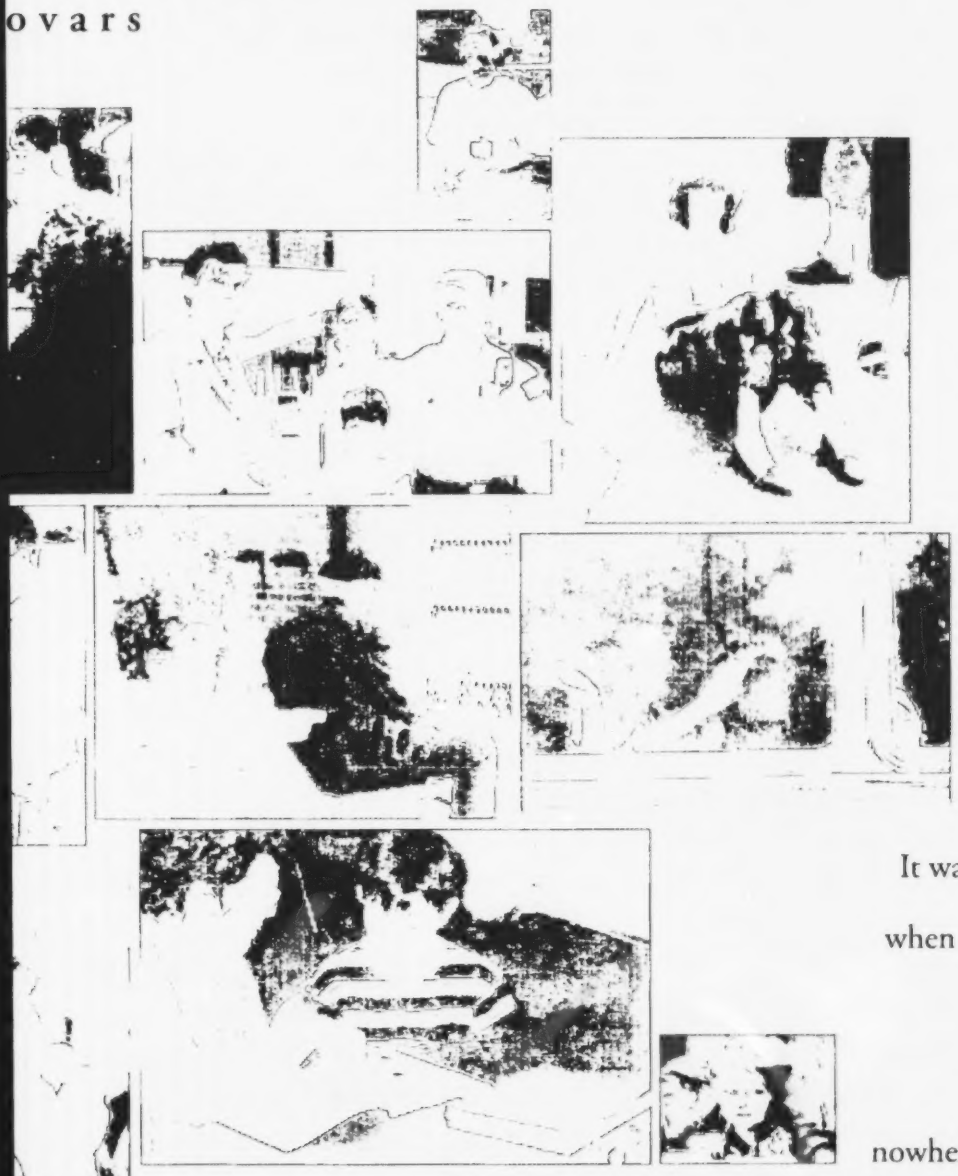

People reached out,
told stories, created poetry,
hugged and shared,
taught and learned,
sang and danced the pain away.
As we worked together,
fear and insecurity
were transformed
into trust and hope and love.
Now we remember and wonder,
"Will we ever meet again?"
It was one of those miraculous times,
when we were an international village,
life and work were one,
and there was
nowhere else on earth we wanted to be.

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A Fiscal Portrait of the Newest Americans

The following is a statement by Frank Sharry, Executive Director on the National Immigrant Forum, a leading immigration policy organization based in Washington, D.C. upon the release of the publication entitled, *A Fiscal Portrait of the Newest Americans.*

We are pleased to release a report that replaces misleading folklore with fiscal facts. This report documents the emerging consensus of researchers and analysts from across the country and across the political spectrum that immigrants and refugees are a fiscal bargain for U.S. taxpayers. Among the report's key findings:

> The amount of direct taxes paid by immigrant households in 1997 to federal, state, and local governments is estimated to be $133 billion.
>
> Over the course of their lifetime, immigrants pay far more in taxes than they consume in services, with the fiscal dividend estimated at $80,000 per immigrant.

For more information contact www.immigrationforum.org/PressRelease/taxstudy/html

Dealing with children who have experienced trauma

Dina Birman, Ph. D.

1. Teachers shouldn't be afraid of sad feelings. It is good when sad feelings are being expressed by children. The task is to help children express those feelings in a warm, supportive environment. It's not appropriate to probe for those feelings, but when they come out and are expressed, it's OK.

2. Non-verbal ways of expressing feelings can be very helpful. Drawing is an excellent vehicle for small children. It is fine to encourage drawings and discussion about "neutral" subjects. If bad stories and upset feelings emerge, it's most helpful to offer support and to listen, and try to understand.

3. It may be good to encourage children to reach out to one another for support. Cooperative activities, designing interactions that encourage group work (in small groups) may be a good idea, because it may help the children form friendship with others.

4. Creating activities in which both parents and children can participate may be a good idea.

5. Dramatic presentations is another way to have children document their experience. Or maybe translate a classic Albanian folk tale into English and have the children act it out.

Dr. Birman is a Psychologist and currently a Research Fellow at Georgetown University.

Cultural Orientation at Ft. Dix

One of the main activities at Ft. Dix was the preparation of the Kosovars for resettlement in the US. Even as the Kosovars were leaving Ft. Dix for US destinations, many were trying to decide whether they would return home or stay in the US. Patricia Mathisen, Cultural Orientation (CO) Project Coordinator, and her team from various voluntary agencies saw approximately 1,000 individuals in Cultural Orientation sessions between May and July at Ft. Dix.

The CO Curriculum adapted elements of the curricula used in Zagreb and Nairobi, but the majority of material came from the Belgrade curriculum. The CO Project is funded by the Bureau of Population, Refugees and Migration at the US Department of State, and is dedicated to developing and strengthening the linkages between overseas pre-departure US Cultural Orientation training for refugees and domestic resettlement activities. The Project is made up of representatives of the ten Voluntary Agencies who are responsible for

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resettling all refugees in the US. Ft. Dix represented an unusual cultural orientation challenge in that the refugees were already at Ft. Dix and had independent access to information about conditions in the U.S. from friends and relatives. In addition the refugees had been promised that the U.S. government would return them to Kosovo if they chose to go back when conditions improved.

While the overall goal of the program was to give the Kosovars as accurate a picture of U.S. life as possible, the 9 hour course included an overview of Ft. Dix and what to expect, the resettlement process including refugees's rights and responsiblilities, and the role of the sponsor and resettlement agencies. Also discussed were topics such as employment, education, housing, the U.S. legal system, culture shock and living in a multi-ethnic society. The CO Project Coordinator felt strongly that promoting the "Living in a Multi-Ethnic Society" unit was of critical importance because it would benefit the Kosovars whether they decided to remain in the U.S. or to return to Kosovo.

Special classes for women were established by the Office of Refugee Resettlement Technical Assistance Project for Mental Health and the Women's Commission. Classes covered topics such as Employment, Parenting in the U.S., Education, Health and Consumer Issues. The Women's Commission provided materials for knitting and handicrafts that enabled women to knit or crochet as they might have in their own communities at home.

There was also a program aimed specifically at youth, organized by Sasha Chanoff of Jewish Vocational Services of Boston, that included great dialogue between American high school students and the Kosovar parents and young people. The American high school students were from multi-cultural/multi-ethnic backgrounds and brought home the powerful message of mutual respect and friendship that is U.S. society at its best. The young people played basketball, watched movies and enjoyed being together. Tearful good-byes included a flurry of exchanges of addresses, including e-mail, and telephone numbers.

The opportunity to ask questions and to discuss issues individually was a valuable experience for both the adults and young people who participated in the Cultural Orientation activities. The one theme which seemed universal among the Kosovars was the desire to find meaningful work and to return to "normal" lives.

Please contact Patricia Mathisen, CO Project Coordinator, for more information about the Ft. Dix Curriculum. E-mail PMathisen@nccbuscc.org Telephone: (202)541-3219

The Spring Verse

We are always starting over.
We are always beginning again.
Something within us or about us changes: it is time to be moving on.
Change is seldom easy.
A friendship, a favorite spot, a familiar lifestyles slips away, and nothing is the same.
May all our turning points be graced with patience and peace.

Miriam Therese Winter

ELT Coordinates

Telephone: (303) 863-0188
Fax: (303) 863-0178

E-Mail: springinst@earthlink.net

Mail: Burna Dunn
ELT Project
Spring Institute
1610 Emerson St.
Denver, CO 80218

Web Page: http://www.springinstitute.com

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The ELT Partners

Myrna Ann Adkins	Spring Institute
Shirley Brod	Project Consultant
Miriam Burt	Center for Applied Linguistics
Burna Dunn	Spring Institute
Allene Grognet	Center for Applied Linguistics
Autumn Keltner	Comprehensive Adult Student Assessment System
Inaam Mansoor	Arlington Education and Employment Program
Brigitte Marshall	California Dept. of Social Services
Diane Pecoraro	Minnesota Dept. of Children, Families and Learning
Barbara Sample	Spring Institute
Margaret Silver	International Institute of St. Louis
Chris Tombari	Spring Institute

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SPRING INSTITUTE
for International Studies

1610 Emerson Street
Denver, CO 80218

Ms. Miriam Burt

Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016-1859

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COMPASS POINTS

This issue of Compass Points is devoted to the question of standards. First, Inaam Mansoor talks about the variety of ways states have responded to legislation. Then Allene Grognet introduces a proposed set of new descriptions for the SPL Reading and Writing Levels as the ELT/TA continues to update the MELT materials. Editor

New Directions for English Language Training
Vol. 8, Spring 2000

STANDARDS, STANDARDS, AND MORE STANDARDS

By: Inaam Mansoor

The pressure for program accountability has been growing since the mid 1980s and has continued to grow through legislation enacted in the Adult Education and Literacy Act of 1991 and the Workforce Investment Act of 1998. In 1992, The U.S. Department of Education offered the field "Model Indicators of Program Quality." Eight areas of performance were identified:

- Educational Gains
- Program Planning
- Curriculum and Instruction
- Staff Development
- Support Services
- Recruitment
- Retention

It was the goal of the U.S. Dept. of Education that states would take these model indicators and create performance measures and performance standards. Since that time, a number of states have taken on the challenge. This article will review the different types of standards that are being discussed and developed and give examples of their use. Definitions of each type of standard are adapted from the Council for Basic Education, Washington, D.C.

Program or Administrative Standards - *Descriptions of the experiences and resources the system should provide in terms of planning, oversight, and support. These might also contain* ***"Opportunity to Learn Standards."*** *Such standards describe the learning conditions required to ensure that all students have a fair chance to learn. These standards answer the question "What are the educational inputs required for equitable learning to occur?"*

A number of states have developed "Program Standards." These program standards define the state's expectations for excellence for adult education. Most states have used the model indicators proposed by the U.S. Department of Education, embellishing them with measures and expected levels of performance. Virginia, for example, has developed ***"Quality Works"*** a document which more fully articulates expectations for both program inputs as well as learner outcomes. Virginia has also identified

Continued on Page 2

"Program Essentials." For example: *"Programs must be of sufficient intensity and duration for participants to achieve substantial learning gains. Programs must use instructional practices... that research has proven to be effective... Activities must employ advances in technology as appropriate, including the use of computers. Activities must provide real life contexts....*

Perhaps the most fully articulated program standards document and also one of the earliest (1992) is California's *"English–as-a–Second-Language Model Standards for Adult Education."* This document contains program standards, curricular standards, instructional standards, and standards for program evaluation. In addition, seven levels of ESL proficiency are described in terms of students' behaviors and abilities in using English. The descriptors are used at both entry into class and at exit. Course content for each level is described from the perspective of the "general nature of instruction," defining what students will be able to do. California has recently formed a committee to turn the level descriptors into content standards. The level descriptors identify listening, speaking, reading and writing skills at each of seven levels. The levels are currently considered too general to be content standards. Therefore, California intends to revise them by incorporating new areas e.g., SCANS skills and use of technology. The second phase of the committee's work will include development of performance standards that identify the degree to which students achieve the content standards. More recently, Maryland, Ohio and Florida have also announced ESL or adult education program standards that will serve as a basis for monitoring and evaluating state-funded programs.

This spring, TESOL produced "*Program Standards for Adult ESOL Programs.*" This document is designed for a national audience. Developed by a diverse task force of adult education professionals, the document reflects the wide variety of program practices, settings, and learner needs. The sample measures and performance standards are designed to provide a number of alternatives to measure program quality and performance. Once again, the document uses the original U.S. Dept. of Education program quality indicators. In contrast to the California standards, the TESOL document does not provide a set of level descriptions. It does, however, provide a reference table which describes the correlation between the National Reporting System (NRS) functioning levels, the Mainstream English Language Training (MELT) Student Performance Levels (SPLs), CASAS test Scores, BEST test scores and estimated amount of time needed to complete a level. By Spring 2001, TESOL will have developed a program self-review document to assist programs in implementing TESOL Adult Education Standards. For more information, contact TESOL at www.tesol.@tesol.edu or (703) 836-7864.

The "English Language Training Program Self-Review: A tool for program improvement", prepared by Autumn Keltner (CASAS) defines 8 program components and quality indicators within each program component.. It is designed to be used as a self-review for a program and in addition to scoring criteria and sample measures it provides guidance on conducting a self-review. Please use the ELT Coordinates to contact us if you would like a copy.

Content Standards – *Descriptions of required knowledge and skills.* These standards answer the question, "What do learners need to know and be able to do?" The most comprehensive effort to develop adult education and literacy standards is the Equipped For the Future Systems Reform Initiative (EFF). The EFF initiative has been a multi-year, field-researched process under the leadership of the National Institute for Literacy. EFF researchers have worked with programs, practitioners, and adult learners around the country to develop content standards around the roles of worker, citizen/community member, and parent/family member. There are four goals for literacy and lifelong learning that are common among these roles. Adults need to:

- ✓ *Access information and resources so they can orient themselves in the world.*
- ✓ *Voice their ideas and opinions with the confidence that they will be heard.*

Continued on Page 3

The ELT/TA project over the last four years has done some revision of the original MELT SPLs. We wanted to incorporate what we've learned as we've used the SPLs. Allene Grognet took the lead in drafting a revision of the Listening and Speaking levels which was published in 1998 in Performance-Based Curricula and Outcome and is available from the ELT/TA Project. Currently a revision of the Reading and Writing SPLs is in process. The descriptions below are intended for your use in the field, for review and validation. Do you use SPLs? If so are these on target? Can SPLs be used helpfully with employment goals? How do the SPLs correlate with the NRS, CASAS, etc. ? Your comments are invited and the contact information for the project is on page 8 of the newsletter. Please have your comments to us by September 30, 2000.

Revised Reading Level Descriptions.

Please note: The descriptions below are averages across the range of what students at the end of each level can do. A student who is pre- or non-literate when they start to learn may move more slowly; a student who is fully literate in his/her native language may move faster. The levels below do not represent K-12 grade level reading ability.

Reading Level	Description
0	No ability whatsoever in English
I	Individual recognizes most letters of the alphabet and may be able to read one's own name or a few isolated words. Can read single digit numbers.
II	Individual can recognize upper and lower case letters and numbers up to 1000 (e.g. prices, addresses, social security, etc.), and common sight words (e.g. signs and symbols.)
III	Individual can read and comprehend simple learned phrases or short sentences, containing familiar vocabulary in familiar contexts, e.g. "where do you live?" Has a limited understanding of connected prose, and may need frequent re-readings.
IV	Individual reads and understands sentences in single or linked paragraphs on familiar subjects containing familiar vocabulary, (e.g. short note from a teacher).
V	Individual can read texts on subjects of personal interest that have a simple and clear underlying structure (e.g. main idea and chronological order) and can use some context to determine meaning.
VI	Individual is able to read instructions, descriptive prose, and narrative on familiar subjects or from which new vocabulary can be determined by context, e.g. a simple news story. Can make some minimal inferences about familiar texts. Emerging reading strategies are evident, (e.g. can compare and contrast, sequence information) but not consistent.
VII	Individual can consistently read and understand materials on everyday subjects related to most adult roles. Can interpret descriptive narratives and infer meaning from texts on familiar topics. Can scan and skim texts for meaning (e.g. consumer information).
VIII	Individual can read and understand materials on unfamiliar topics, but may have trouble with difficult vocabulary or grammar. Skims and scans texts, compares, contrasts, and sequences information with consistency.

Revised Writing Levels

Writing may or may not be an essential part of a refugee and/or immigrant's life. Writing includes materials on life-skills tasks, such as a note to a teacher or employer, and writing on familiar topics, including essays and expository prose.

Writing Level	Description
0	No ability whatsoever in English.
I	Individual can copy letters of the alphabet, numbers, own name and address. Individual may have difficulty using a writing instrument.
II	Individual can write very basic personal information and numbers. Can write sight words and may be able to write simple messages using learned phrases. Mechanics of writing is limited to simple punctuation (e.g. period and question mark).
III	Individual can write basic personal information and some notes and simple messages on familiar subjects. Mechanics of writing, including capitalization, period, and question mark, is generally consistent.
IV	Individual can write notes and messages on familiar subjects, can use simple paragraph form, and can organize some learned vocabulary and grammatical structures into new patterns. Has limited grammatical accuracy.
V	Individual can write simple narrative descriptions on everyday topics (e.g. customs in native country, note to teacher, etc.) Attempts to elaborate on main idea. Grammar is still inconsistent. Is gaining control of mechanics of writing
VI	Individual can write simple narratives and descriptive paragraphs with development of ideas. Grammar is more consistent.
VII	Individual can perform everyday writing tasks as well as write intermediate level descriptive and narrative prose containing well-formed sentences. Can elaborate on subject, and writing is more fluid. Uses appropriate mechanics of writing.
VIII	Individual can write with appropriate purpose and tone of writing. Writing is fluid. Grammar is consistent.

Reading and Writing Level Descriptions were prepared by Allene G. Grognet in consultation with ELT Partners and other practitioners.

Upcoming ELT Dates

May 16	Joint Training Mountain States Refugee Center, Boise School System, ELT Project
May 17	Consultation with Mountain States Refugee Center
May 18 -19	Colorado Department of Education Workplace English Consultation
May 24	Maryland State Refugee Conference
June 1 - 2	South Dakota State Refugee Conference
June 12 - 14	Kansas Bilingual Education Conference
June 13 - 16	New York Bureau of Refugee and Immigration Affairs Statewide Conference
June 26 - 28	WorkStyles Training of Trainers

- ✓ *Take action to solve problems and make decisions on their own.*
- ✓ *Have the skills that can bridge them to future learning in order to keep up with a rapidly changing world.*

Sixteen content standards have been developed: *Read with Understanding; Convey Ideas in Writing; Speak So Others Can Understand; Listen Actively; Observe Critically; Use Math to Solve Problems and Communicate; Plan; Cooperate with Others; Advocate and Influence; Resolve Conflict And Negotiate; Guide Others; Take Responsibility for Learning; Reflect and Evaluate; Learn through Research; Use Information and Communications Technology.* For further information on EFF and for their most recent document, Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century, contact the National Institute for Literacy, Washington, D.C. (www.nifl.gov).

Arizona is currently in the early stages of developing content standards for adult ESL programs. Massachusetts and Washington State as well as a number of others also have ongoing projects in these areas. It is best to contact your state departments of education for further information.

Performance Standards – *Descriptions of the level of achievement expected of students to demonstrate that they have met the content standards.* These standards would describe the changes in the knowledge, skills, and strategies that learners might demonstrate. Performance Standards usually describe "How good is good enough?" Performance standards can be distinguished from content standards because they have levels, e.g. I, II, III; or beginning, intermediate, and advanced. The National Reporting System (NRS) Levels as well as the Mainstream English Language Training (MELT) Student Performance Level Descriptions (SPLs) might be described as performance standards. The NRS is designed to measure adult students' attainment of language or literacy skills by using educational functioning levels as outcome measures. There are six NRS functioning levels that reflect a continuum of language and literacy development. Similarly the MELT SPLs also provide a means by which to measure language skill gains. (Revised reading and writing levels for MELT are described on pages 6 and 7 of this newsletter.) For further information on the NRS contact the U.S. Department of Education (OVAE) or www.air-org/nrs. For information on MELT, contact the Spring Institute at <springinst@ earthlink.net>.

Colorado is one of the most fully articulated state performance systems in the country. Colorado uses a portfolio system to issue Certificates of Accomplishment. Each certificate is correlated to the Student Performance Levels in the MELT. Each level is completed by successfully performing the competencies at that level. For additional information on the Colorado Certificate of Accomplishment Program contact Mary Willoughby at (303) 866-6611.

Ohio has also announced the development of a uniform portfolio assessment system that aligns with the NRS levels. Performance standards are being identified for the functioning levels, and competencies are being developed to reflect each level.

Another example of performance standards can be found with our neighbor to the North. The Canadian Language Benchmarks (CLB) provide a system for assessing language ability. The Canadian Language Benchmarks describe an individual's ability to use the English language to perform a set of tasks. The document provides examples of tasks through which learners might be able to demonstrate their standard of proficiency given certain performance and situational conditions. The CLB describes three stages of proficiency with varying benchmarks within each level:
Stage I – Benchmarks 1-4 (basic proficiency)
Stage II – Benchmarks 5-8 (intermediate proficiency)
Stage III – Benchmarks 9-12 (advanced proficiency)

Clearly, much is being done in our field to help us create standardized accountability frameworks that can help improve programs and our profession. Ideally, these frameworks would contain all three

Continued on Page 4

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types of standards, developed with active involvement of programs and learners. Such grassroots development can lead to good practical models that are useable and meaningful. Check with your state adult education program to become more involved with standards in your state.

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NEW HANDBOOK AVAILABLE ON CITIZENSHIP FOR REFUGEE ELDERS

Catholic Legal Immigration Network, Inc. (CLINIC) would like to announce a new handbook, *Citizenship for Refugee Elders: Issues and Options in Test preparation.* The 186-page handbook, geared for both teachers and administrators, focuses on program design and classroom instruction for the older learner. Based on a nationwide survey of about 200 programs, the handbook contains profiles of innovative programs, recommendations from the field on learning activities and cultural considerations, and strategies to address common health issues. In addition, the handbook includes useful reference information on citizenship requirements, refugee populations, and instructional materials.
To order the handbook, send a check for $19 to CLINIC, McCormick Pavilion, 415 Michigan Avenue, N.E., Washington, DC 20017.

MAINSTREAM ENGLISH LANGUAGE TRAINING (MELT)

from "Performance-Based Curricula and Outcomes" prepared by Allene G. Grognet, Center for Applied Linguistics.

The Federal Office of Refugee Resettlement's (ORR) Mainstream English Language Training (MELT) initiative of 1983 was designed to formulate standards for ORR-funded adult refugee English language training (ELT) programs. It consisted of several phases, namely: research, field testing and materials development, and dissemination and implementation of English language training standards. The primary objective of the MELT initiative was to develop standards for testing, leveling, and curriculum in English language training for ORR-funded refugee ESL programs. The principles, which follow, were in the original MELT document which was grounded in a competency-based education framework. These principles have received new emphasis over the past fifteen years, as competency-based education has evolved into a more collaborative process of language learning where students work together with one another and with the teacher in meaningful activities that integrate reading, writing, speaking, and listening, as these skills are used in real life.

First, language is most effectively learned through a curriculum reflecting authentic contexts. These contexts should reflect the roles learners play as workers, family members and citizens in the world in which the learner is expected to communicate in English: at work, in the supermarket, with the landlord, with the doctor, etc. A corollary to this principle is that language is best presented not as isolated sentences or words, but as meaningful discourse. Group and pair work help learners acquire language through interaction with others while performing meaningful tasks in meaningful contexts. This collaborative work among students also helps prepare learners for the teamwork needed in the world of work.

Second, communication is a process, with comprehension preceding production. Adult learners need time to listen to language and absorb what is happening in a variety of communicative situations. They need many and varied opportunities in which to be exposed to oral language, using pictures, film, video, etc.

Third, a low anxiety level in the classroom is key to student participation. For adults, language learning is, by its nature, an anxiety-laden pursuit. The more a teacher focuses on "doing something with language" e.g. finding new information, describing a thing or situation, buying a product — rather than on "learning the language," the more likely the student will be to engage in the process of acquiring the language. The classroom should become learner centered, with a collaborative effort between teacher and learner occurring, with the learners playing an active role in their own learning process.

Fourth, assessment is part of teaching. Learners need to demonstrate what they can *do* with English, not what they know about English. Learners also need an opportunity to express what they feel their language learning needs are and in what contexts they need English. Both the formal test mode and performance-based (non-formal) assessment are needed to give learners and teachers information about individual and class goals and progress.

Fifth, programs need to be accountable. All programs, whether government funded, state funded, or privately funded, need to be accountable to their students and their funding sources. Because students do not have unlimited time to learn English, programs must be able to demonstrate to both their learners and their funding sources that there has been measurable progress in learners' English proficiency.

Continued on Page 6

The ELT/TA project over the last four years has done some revision of the original MELT SPLs. We wanted to incorporate what we've learned as we've used the SPLs. Allene Grognet took the lead in drafting a revision of the Listening and Speaking levels which was published in 1998 in Performance-Based Curricula and Outcome and is available from the ELT/TA Project. Currently a revision of the Reading and Writing SPLs is in process. The descriptions below are intended for your use in the field, for review and validation. Do you use SPLs? If so are these on target? Can SPLs be used helpfully with employment goals? How do the SPLs correlate with the NRS, CASAS, etc. ? Your comments are invited and the contact information for the project is on page 8 of the newsletter. Please have your comments to us by September 30, 2000.

Revised Reading Level Descriptions.

Please note: The descriptions below are averages across the range of what students at the end of each level can do. A student who is pre- or non-literate when they start to learn may move more slowly; a student who is fully literate in his/her native language may move faster. The levels below do not represent K-12 grade level reading ability.

Reading Level	Description
0	No ability whatsoever in English
I	Individual recognizes most letters of the alphabet and may be able to read one's own name or a few isolated words. Can read single digit numbers.
II	Individual can recognize upper and lower case letters and numbers up to 1000 (e.g. prices, addresses, social security, etc.), and common sight words (e.g. signs and symbols.)
III	Individual can read and comprehend simple learned phrases or short sentences, containing familiar vocabulary in familiar contexts, e.g. "where do you live?" Has a limited understanding of connected prose, and may need frequent re-readings.
IV	Individual reads and understands sentences in single or linked paragraphs on familiar subjects containing familiar vocabulary, (e.g. short note from a teacher).
V	Individual can read texts on subjects of personal interest that have a simple and clear underlying structure (e.g. main idea and chronological order) and can use some context to determine meaning.
VI	Individual is able to read instructions, descriptive prose, and narrative on familiar subjects or from which new vocabulary can be determined by context, e.g. a simple news story. Can make some minimal inferences about familiar texts. Emerging reading strategies are evident, (e.g. can compare and contrast, sequence information) but not consistent.
VII	Individual can consistently read and understand materials on everyday subjects related to most adult roles. Can interpret descriptive narratives and infer meaning from texts on familiar topics. Can scan and skim texts for meaning (e.g. consumer information).
VIII	Individual can read and understand materials on unfamiliar topics, but may have trouble with difficult vocabulary or grammar. Skims and scans texts, compares, contrasts, and sequences information with consistency.

Revised Writing Levels

Writing may or may not be an essential part of a refugee and/or immigrant's life. Writing includes materials on life-skills tasks, such as a note to a teacher or employer, and writing on familiar topics, including essays and expository prose.

Writing Level	Description
0	No ability whatsoever in English.
I	Individual can copy letters of the alphabet, numbers, own name and address. Individual may have difficulty using a writing instrument.
II	Individual can write very basic personal information and numbers. Can write sight words and may be able to write simple messages using learned phrases. Mechanics of writing is limited to simple punctuation (e.g. period and question mark).
III	Individual can write basic personal information and some notes and simple messages on familiar subjects. Mechanics of writing, including capitalization, period, and question mark, is generally consistent.
IV	Individual can write notes and messages on familiar subjects, can use simple paragraph form, and can organize some learned vocabulary and grammatical structures into new patterns. Has limited grammatical accuracy.
V	Individual can write simple narrative descriptions on everyday topics (e.g. customs in native country, note to teacher, etc.) Attempts to elaborate on main idea. Grammar is still inconsistent. Is gaining control of mechanics of writing
VI	Individual can write simple narratives and descriptive paragraphs with development of ideas. Grammar is more consistent.
VII	Individual can perform everyday writing tasks as well as write intermediate level descriptive and narrative prose containing well-formed sentences. Can elaborate on subject, and writing is more fluid. Uses appropriate mechanics of writing.
VIII	Individual can write with appropriate purpose and tone of writing. Writing is fluid. Grammar is consistent.

Reading and Writing Level Descriptions were prepared by Allene G. Grognet in consultation with ELT Partners and other practitioners.

Upcoming ELT Dates

May 16	Joint Training Mountain States Refugee Center, Boise School System, ELT Project
May 17	Consultation with Mountain States Refugee Center
May 18 -19	Colorado Department of Education Workplace English Consultation
May 24	Maryland State Refugee Conference
June 1 - 2	South Dakota State Refugee Conference
June 12 - 14	Kansas Bilingual Education Conference
June 13 - 16	New York Bureau of Refugee and Immigration Affairs Statewide Conference
June 26 - 28	WorkStyles Training of Trainers

ELT Coordinates

Telephone: (303) 863-0188
Fax: (303) 863-0178

E-Mail: springinst@earthlink.net

Mail: Burna Dunn
ELT Project
Spring Institute
1610 Emerson St.
Denver, CO 80218

Web Page: http://www.springinstitute.com

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The ELT Partners

Myrna Ann Adkins	Spring Institute
Shirley Brod	Project Consultant
Miriam Burt	Center for Applied Linguistics
Burna Dunn	Spring Institute
Allene Grognet	Center for Applied Linguistics
Autumn Keltner	Comprehensive Adult Student Assessment System
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Diane Pecoraro	Minnesota Dept. of Children, Families and Learning
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Margaret Silver	English Language and Literacy Center of Missouri
Chris Tombari	Spring Institute

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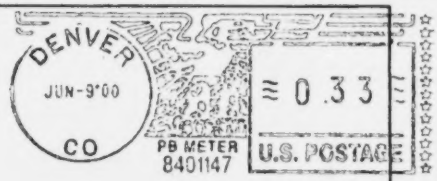

SPRING INSTITUTE
for International Studies

1610 Emerson Street
Denver, CO 80218

Ms. Miriam [illegible]

Center for Applied Linguistics
.4646 40th Street, NW
Washington, DC 20016-1859

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COMPASS POINTS

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New Directions for English Language Training
Vol. 9, Spring 2000

Refugees and the Internet

It has been called one of the most amazing phenomena of the past century. It has also been called a pernicious miasma. Either way the Internet is here to stay.

Being able to use the Internet in a practical manner is an invaluable skill for a refugee. As a student, it makes research and learning more than convenient. As a job seeker, it places you on an equal footing in terms of technology. Not only can you use the Internet to find job openings from anywhere in the world to anywhere in your city, but you can also post a resume and wait for the employers to call.

This issue of Compass Points gives some helpful exercises to practice navigating the Web for information and for job opportunities as well as some tips for the new "surfer." Included in this issue is a chart detailing surfing activities. There is also a complete lesson plan on how to research jobs. The lesson plan takes the surfing one step further and requires a presentation to the class by each student.

The article, "The Internet as a Refugee Learning Resource," along with the website chart and lesson plan with accompanying worksheets were all authored by Liz Ramsay and are similar to a presentation she made at the recent International TESOL Convention in Vancouver, British Columbia, Canada. Ms. Ramsay is with the Miami-Dade Community College of Miami, Florida.

THE INTERNET AS A REFUGEE LEARNING RESOURCE

by Liz Ramsay

Several states have recently adopted Adult ESOL standards that address topics ranging from consumer issues, to employee rights and responsibilities, to health care and legal issues. Although textbooks are available that include these topics, the information they provide quickly becomes outdated; and, because they are written for a national audience, they do not address laws and policies that are decided at the state or local level. Using the Internet, students can access information that is current and locally relevant.

continued on page 3

SECTION 1: CONSUMER ECONOMICS		
COMPETENCY	WEBSITE	ACTIVITY
1.3.2 Interpret credit applications and recognize how to use and maintain credit	http://www.ftc.gov/bcp/conline/pubs/credit/secured.htm http://www.bbb.org/library/securecard.asp http://www.ftc.gov/bcp/conline/pubs/credit/choose.htm http://www.bbb.org/library/zero.asp	Reading (intermediate): Analyze published advertisements from local newspapers and magazines. Conversation Topic (advanced): What are the advantages and disadvantages of secured vs. traditional credit cards? Grammar/Writing (intermediate): Write a letter giving advice to a friend who is having trouble maintaining his credit.
1.4.5 Interpret information about tenant and landlord rights	http://www.nolo.com/encyclopedia/lt_ency.html#Subtopic101	Speech (intermediate-advanced): Role-play conversations between a landlord and a potential tenant. Writing (intermediate-advanced): Find an advertisement for an apartment in a local newspaper. Draft an imaginary rental agreement for the apt.
1.9.7 Recognize what to do in case of automobile emergencies	http://www.FLABAR.org/newflabar/consumerservices/General/Consumer.Pam/43PAMPH.HTM	Speech (any level): Role-play the scene of an accident.

SECTION 4: EMPLOYMENT		
COMPETENCY	WEBSITE	ACTIVITY
4.1.8 Identify common occupations and the skills and education required for them	http://stats.bls.gov/oco/ocoiab.htm http://www.fdles.state.fl.us/hdwo/main.htm	Speech & Reading (high intermediate): Research an occupation using the occupational handbook. Give a presentation describing the work, necessary qualifications, and salary.
4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market	http://www.floridajobs.org/ http://www.msstate.edu/Dept/Coop/interview.html	Speech (advanced): Conduct simulated job interviews using the questions listed on the site. Writing: Write letters to inquire about job opportunities listed on the site.

SECTION 5: GOVERNMENT AND LAW		
5.5.8 Identify local, state and federal government leaders	http://www.leg.state.fl.us/citizen/findleg/senate/counties/dade.html http://www.house.state.fl.us/citizen/documents/howwrite.html	Internet Search Skills: Scavenger hunt/race to find the addresses of all local representatives or senators. Writing (advanced): Write a letter to a local legislator.
5.1.6 Communicate one's opinions on a current issue	http://www.state.fl.us/eog/one_florida/index.html	Conversation (advanced): What is the author's opinion? What is the effect of the author's opinion on the way that the facts are presented? Writing (high intermediate-advanced): Write a paragraph to express your opinion.

Tips:

1) Although people like to think of the Internet as an "interactive" communications tool, the fact remains that most Internet sites are in text format; in other words, you have to read them. For this reason, it's a good idea to use pre-reading strategies to prepare for Internet activities; e.g., present key vocabulary in advance, provide context through class discussions, bring realia (newspaper or magazine advertisements and articles, fliers or signs from the community, etc...), and provide pictures or other visual aids.

2) The activities above do not require advanced keyboarding skills; however, these are not appropriate activities for first-time "newbies" to computers. Students should have some familiarity with how to use the mouse and at least a basic understanding of how the Internet works.

3) When searching for Websites, keep in mind that ".com" stands for "commerce." Those sites are usually selling something. URLs that end in ".org", ".gov", or ".edu" tend to be more reliable in providing factual information.

continued from page 1

With a little research and creative lesson planning, educators can use the Internet to teach required competencies. The following chart shows how competencies can be matched to available information on the Internet. The first column includes competencies from the *CASAS Competency List*, which can be accessed at http://www.casas.org/01AboutCasas/01Competencies.cfm. The second column provides the URLs of sites that address the competencies, and the last column shows suggested activities for using the sites in classroom activities.

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Sample Lesson Plan: Researching an Occupation

Level: High-intermediate to advanced

by Liz Ramsay, Miami-Dade Community College of Miami, Florida

Performance Outcomes:

1. Students will identify and research a particular occupation.
2. Students will make an oral presentation describing and answering questions about the occupation.
3. Students will listen to descriptions of other occupations and ask questions about them.
4. Students will gain an understanding of the types of occupations available, the skills and qualifications necessary to gain employment, and the job market in their area.

Communications teaching point

Asking questions, simple present, present progressive, and future tenses, and modal auxiliary verbs (can, should, must.)

CASAS Competencies:

1. Basic Communication: Identify or use appropriate language for informational purposes, identify or use appropriate classroom behavior, and clarify or request clarification.
2. Employment: Identify and use sources of information about job opportunities such as job descriptions, and about the workforce and job market; identify common occupations and the skills and education required for them; and, identify job training needs and set learning goals.
3. Learning to Learn: Identify and paraphrase pertinent information; identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; determine what is mandatory and what is discretionary; and, generate ideas using divergent (brainstorming) and convergent (focus) approaches.

Classroom Configurations: Class and individual

Materials:

A personal computer with Internet access, an LCD projector, handouts: Part 1 and Part 2. *Note: Students will need to use computers with Internet access individually outside of class. A computer lab setting is ideal, but a public library or home computer can also be used.*

Procedure:

Brainstorming. Conduct a brainstorming session with the whole class, producing an extensive list of occupations. Select a student to act as the recorder, writing the students' suggested occupations on the board. Supplement the list with occupations from the "Targeted High Demand/High Wage Occupations in Florida" web site: *http://www.fdles.state.fl.us/hdwo/main.htm* or web site for the Department of Labor in your state.

Discussion. Ask students about ways to group the occupations; e.g., by field or by the required skills for each occupation.

Demonstration. Select a sample occupation to use as an example. Introduce students to the format of the U.S. Department of Labor's "Occupational Outlook Handbook": *http://stats.bls.gov/ocohome.htm* by

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continued from page 4

demonstrating the process of searching for the occupation in the handbook. Ask for a volunteer to use the index to find the occupation. Ask a student where to click to find information about salary, qualifications, etc. Take sample notes on the board. Show how the information can be paraphrased and abbreviated.

Research. Assign handout Part I (see the worksheet "Reseaching an Occupation" on page 6) to be completed in the lab or as homework. Have students select an occupation before they leave the class. Check their selections, making sure that they have chosen the correct job title for the occupation that interests them and have spelled it correctly.

Presentation & Listening Comprehension. Students give individual oral presentations about the occupation they selected. Distribute handout Part II (see the worksheet "Listening to and Evaluating Your Classmates" on page 7). Explain that audience members are responsible for completing one line on the chart for each presentation. If the presenter does not give the required information, or if it is unclear, the students must ask for the required information at the end of their classmate's presentation.

Wrap up. Ask students to identify trends in employment and job qualifications. In which fields do people who are bilingual have an advantage? What qualifications are necessary for almost any job? How and where can people earn those qualifications in our community? How long does it take? How much does it cost? What financial resources are available?

Upcoming ELT Dates

August 7-8	ORR Symposium, Washington, DC
August 9-10	Missouri ESL Workshop, St. Louis, MO
September 6-7	State Refugee Conference "Refugees Surviving and Thriving," Oshkosh, WI
September 28	Minnesota Mental Health Conference, Minneapolis, MN

Our current grant ends September 30, 2000 and we have applied for funding for the coming year, but have not received word on our proposal at this time.

New Publication Announcement

Catholic Legal Immigration Network, Inc. (CLINIC) has just released "Citizenship at Risk: New Obstacles to Naturalization," the second report in a 4-part series on at-risk immigrants in the United States. By examining more than 20 case studies, statistics and other research, this report, according to Molly McKenna, "describes a naturalization process that is increasingly inaccessible, arbitrary, and a barrier to citizenship." In order to cover production costs, there is a modest fee of $10.

For additional information on ordering this report or others in the series, please contact Molly McKenna at:

Catholic Legal Immigration Network, Inc.
McCormick Pavilion
415 Michigan Avenue, N.E.
Washington, DC 20017
(202) 635-2567
mmckenna@cliniclegal.org

Changes on the Horizon...

Spring Institute has a new Internet Service Provider. Spring Institute has hired Flashcom to provide email service and to host the (soon to come) new Spring Institute web site, *www.springinstitute.org*. The current page, springinstitute.com, will soon point browsers to the new page. The new page will offer a new look, but still provide the same information for the ELT/TA project. To contact the ELT/TA project, the new email address is *elt@springinstitute.org*.

Name:_____

Part 1 – RESEARCHING AN OCCUPATION

Think of an occupation that interests you and write it here:_____
You may research the occupation using the following Internet site:
http://stats.bls.gov/ocohome.htm or by interviewing a person who has that occupation.

Introduction

Write statements to answer each question. Do NOT commit plagiarism. Do not copy the information on the web site word-for-word.

What does a(n) _____ do every day?

Describe the working conditions.

What kind of training or qualifications is required?

How much money does a(n) _____ usually earn?

Is the demand for _____s expected to increase or decrease in the future? Why?

Summary

Name:_____

Part 2 – LISTENING TO & EVALUATING YOUR CLASSMATES

	Speaker's Name	Occupation	Information	Evaluation
1.			Daily activities?	
2.			Salary?	
3.			Qualifications?	
4.			Working Conditions?	
5.			Demand-increase/decrease?	
6.			Daily activities?	
7.			Salary?	
8.			Qualifications?	
9.			Working Conditions?	
10			Demand-increase/decrease?	
11			Daily activities?	
12			Salary?	
13			Qualifications?	
14			Working Conditions?	
15			Demand-increase/decrease?	

Evaluation: A= Almost No Mistakes B= Very Good C= Average D= Difficult to Understand F= Very difficult to Understand

COMPASS POINTS

ELT Coordinates

Telephone: (303) 863-0188
Fax: (303) 863-0178

E-Mail: elt@springinstitute.org

Mail: Burna Dunn
ELT Project
Spring Institute
1610 Emerson St.
Denver, CO 80218

Web Page: http://www.springinstitute.com

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Myrna Ann Adkins	Spring Institute
Shirley Brod	Project Consultant
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Ms. Miriam WASH. , DC 20066 08/24/00 01:03PM ISS#6 Burt

Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016-1859

SPRING INSTITUTE for International Studies

1610 Emerson Street
Denver, CO 80218

20016-1859

Compass Points

Newsletter of ELT - Technical Assistance for English Language Training Projects 2001 - 2002
Sponsored by the Office of Refugee Resettlement

ELT
ENGLISH LANGUAGE TRAINING
Vol. 12, FALL 2002

9-11 Revisited

Many of us have had a close friend or relative die and ever thereafter have had a date that was personally significant to us. We also may find ourselves feeling down, irritable, or "out of it" on that day or around it, without necessarily connecting the feeling to the anniversary. But that's normal, and that's how people cope with difficult things. The difference for this anniversary is that it will both be a personal and national day of remembrance.

Now as we open the newspaper or listen to the news we are hearing a national debate about how as a country we will remember the events of 9-11. Discussions have started in the workplace about whether this will be an organization-sponsored event or a purely private remembrance and people have very different comfort levels with what they hope for on September 11, 2002. It seemed good to us to once again look at this from the perspective of the students we work with and who will be in our classes on the 11th and to be self-conscious about what we do or don't do on that day.

Do you look at your fellow airplane passengers differently? Did you pause when you heard there was a government program that was going to encourage neighbors to call if they thought their neighbors were behaving oddly? Perhaps not, but our sense of unease continues as news of wars and the results of war and rumors of wars bombard our senses, not only from media but also from our daily interactions with co-workers, friends, and people who have recently come to the United States from other countries. As we approach the upcoming anniversary of these events, we need to be mindful both in regards to students and others for whom English is not their native language and in regards to how we ourselves are prepared to be in the environment where there will be a revisiting of the trauma and drama of a year ago.

In conversations with many teachers and others serving new Americans, there have been questions raised about how best to commemorate or notice this day. On the part of some organizations and institutions there will be planned times of remembering and revisiting. For others, however, just how to "hold" the day has been a point of ambivalence and questioning. Some programs are considering ways to acknowledge

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the many contributions of immigrants, refugees and other new comers to America and the value this country receives from their presence here. Others express concern about the possibility of renewed backlash which may be felt by those we serve and about the potential for retraumatization of refugees and others as images from a year ago flash across screens.

There is no clear prescription for teachers and others of how to approach and handle particularly the classroom environment, and also other forums where interactions take place. Each group and each person will have different needs and reactions. It seems important, however, to think in advance about these issues and have a plan, even if it needs to be changed when interactions unfold. What are some of the factors, therefore, that may be helpful for teachers to keep in mind?

Plan and Acknowledge Your Own Reactions and Coping Strategies

As 9/11 approaches, notice your own reactions and any ambivalence you may have as to how you want to remember the past or experience the present in regards to it. If possible, plan both your work time and personal time in a way that you can feel in control and limit the amount of surprise or lack of being prepared. In classes, it may be helpful to have a time for questions if newcomers have seen media reports or been involved in discussions or interactions which they may not fully understand. However, in ESL classes, continuing with the planned curriculum and daily lesson may provide comforting structure and forward thinking to the students.

Many of the reactions people experienced a year ago may again be present, and personalized coping strategies could be helpful.

- Recognize what you are experiencing
- Prioritize which problems need to be addressed first
- Identify your coping skills
- Try to be patient with changes in your emotional state
- Ask for support from people who care about you and who will listen and empathize with your situation. Keep in mind that your typical support system may be weakened because those close to you have also experienced or witnessed the traumatic events.
- Become knowledgeable about what to expect as a result of trauma

As the nation remembers it may be that some people will have the same reaction as during the actual event.

- A strong desire to be with family
- Difficulty in coming to work or staying focused once there
- Being "glued to" the TV
- Wanting to get away (go outdoors, take a break) but being unable to leave
- Mentally replaying horrific images
- Sleeplessness, irritability, and difficulty in concentrating

Allow yourself to utilize the following strategies and think of ways to help others make their own list of what helps them manage stress.

- Talk with a friend or colleague
- Strong exercise, such a jogging, aerobics, bicycling, walking, swimming

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- Relaxation exercises, such as yoga, stretching, massage
- Humor (even though this may be very difficult in times of trauma)
- Prayer or meditation

Working as Part of a Team

Teachers and other service providers need to remind themselves of the resources available in the community to assist when needs arise. Community Mental Health Centers, Centers for Survivors and of Torture and other mental health and counseling groups can be valuable resources, but the time to know who to contact is now. Being aware of the case managers, employment specialists, health care providers, and others at voluntary agencies, mutual assistance associations and other community groups, state organizations and educational groups who impact those being served is always helpful. Knowing where you will find an interpreter if you need to explain stories or events or in general communicate more effectively with a refugee is information which should be on hand before it is needed.

Most of us will have normal reactions to abnormal levels of stress around 9/11. Remembering consciously to be kind to ourselves will be helpful as we look for appropriate ways to reach out to serve others in these difficult times.

New Publications: Available by phone, fax, email and website.

Curriculum for Citizenship (History, Government & the N-400)
Teachers will find guidelines for their citizenship classes that include students with English speaking competence ranging from SPL 1-VIII, with general educational backgrounds from elementary to graduate school and from culturally disparate backgrounds. English Language and Literacy Center, St. Louis MO.

Civics and Citizenship Bibliography
Data on 36 students texts are contained in the current bibliography. Each book is profiled in a one page chart that provides information on: title, author, publisher, cost, level, teaching/leaning basis, book and chapter organization, pictorial support, exercises, usage guidance, and any outstanding characteristic. English Language and Literacy Center, St. Louis MO.

Guidelines for Active Listening, Discovery Learning, Field Trip, and Guest Speaker Descriptions of the activities to be used in your ESL classroom. English Language and Literacy Center, St. Louis MO and Spring Institute for Intercultural Learning, Denver, CO.

EL/Civics Activities Packet – Soon to be available on the CDE website
Includes a chart with description of EL/Civics Teaching and Assessment Activities, EL/ Civics competencies by Life Skills Topics. Spring Institute for Intercutural Learning, Denver, CO.

Mental Health of Refugee Children: A guide for the ESL Teacher
Practical suggestions for K-12 ESL classroom teachers. Dina Birman.

Reprints of Tips for Teachers During Times of Trauma and 9/11 revisited Myrna Adkins, Erik Harper, et al.

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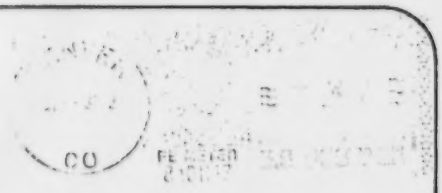
The ELT Partners

Myrna Ann Adkins	Spring Institute for Intercultural Learning
Miriam Burt	Center for Applied Linguistics
Burna Dunn	Spring Institute for Intercultural Learning
Allene Grognet	Center for Applied Linguistics
Autumn Keltner	Comprehensive Adult Student Assessment System
Inaam Mansoor	Arlington Education and Employment Program
Brigitte Marshall	California Department of Education
Diane Pecoraro	Minnesota Department of Children, Families and Learning
Barbara Sample	Spring Institute for Intercultural Learning
Margaret Silver	English Language and Literacy Center of Missouri

Contact us:

Phone: (303) 863-0188
Fax: (303) 863-0178
Email: elt@springinstitute.org
Website: www.springinstitute.org

Spring Institute for
Intercultural Learning
English Language Training (ELT)
1610 Emerson St.
Denver, CO 80218



Ms. Miriam Burt
4646 40th Street, NW
Washington ,DC 20016-1859

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